# Romeo & Juliet Unit Plan

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| **Unit Author** | | | | | | |
| First and Last Name | | | | | Shiela, Tiffany & Meredith | |
| School District | | | | | PPS | |
| School Name | | | | |  | |
| School City, State | | | | | Portland, OR | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| Politics of Romeo & Juliet | | | | | | |
| **Unit Summary** | | | | | | |
| Students will explore the themes of forbidden love and power struggles in *Romeo and Juliet* and compare and contrast them to similar events in modern life in order to to better understand the play. Students will work in teams to rewrite a scene using current events to create an image of what the power struggle between the two families looked like. Individually, students will assume the role of a character and write a persuasive letter to Romeo or Juliet expressing concern and possible consequences of their forbidden love. Students will develop skills to identify common literary techniques through class activities and group discussion throughout the unit. | | | | | | |
| **Subject Area** | | | | | | |
| Language Arts | | | | | | |
| **Grade Level** | | | | | | |
| 9th Grade Language Arts | | | | | | |
| **Approximate Time Needed** | | | | | | |
| 2 weeks -5 days 90 min. classes | | | | | | |
| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| 1) EL.HS.LI.05 Analyze interactions between characters in a literary text (e.g., internal and external  conflicts, motivations, relationships, influences) and how these interactions affect the plot.  2) EL.HS.LI.14 Identify and describe the function of dialogue, soliloquies, asides, character foils, and  stage directions in dramatic literature.  3) EL.HS.SL.17 Analyze how language and delivery affect the mood and tone of the oral  communication and make an impact on the audience.  4) Students apply knowledge of language structure, language conventions, figurative language and genre to create, critique and discuss text.  5) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience. | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | |
| Students will be able to:  \* Demonstate an understanding of the interrelationships between characters in Romeo & Juliet.  \* Understand how language and delivery of text express mood and tone, and can express how that makes them feel.  \* Identify literary techniques and their purpose.  \* Analyze the relationships between characters and how their interactions affect the story.  \* Analyze the themes of Forbidden Love and Rivalry and how they are relevant today. | | | | | |
| **Curriculum-Framing Questions** | | | | | |
|  | | **Essential Question** | | How does Classical Literature help us to understand the human condition? | |  |
|  | | **Enduring**  **Understanding**  **Unit Questions** | | Classic literature puts forward universal and timeless themes that help us to understand the human condition  How does the theme of forbidden love in Romeo & Juliet transcend time and place? How does the theme of feuds in Romeo & Juliet transcend time and place? How does the historical context aid in our ability to interpret the text and ultimately our understanding of the text? How can we use the language in Romeo & Juliet to unpack character emotion? | |
|  | | **Content Questions** | | How are all author’s influenced by their current social and political atmosphere? | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline** | | | | | |
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| **Assessment Summary** | | | | | |
| untitled4 | | | | | |
| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| Historical context, folios and quattros | | | | | |
| **Instructional Procedures** | | | | | |
| untitled4 | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | The special accomodations for a class comprised of 35 students with a population of 40% male, 60% female with one student having ADHD, 2 students with IEP for reading/writing and 1 student with CP, the accomodations/modifications are as follows: extended time to complete writing projects, poetry and writing terms handout for the IEP students, pair shares and literature circles where all reading leves are represented, engaging activities to incorporate different learning styles to include ADHD student. | | |
|  | **Nonnative Speakers** | | accomadations2 | | |
|  | **Gifted/Talented Students** | | accomadations3 | | |
| **Materials and Resources Required For Unit** | | | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | | | |

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| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other |

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| **Printed Materials** | Copy of text, handouts, curriculum guide |
| **Supplies** | White board and marker, text, paper for handouts |
| **Internet Resources** | Int Resc |
| **Other Resources** | Extra Credit - Play |

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